

# Annual Performance Report on Connecticut's State Performance Plan



## East Lyme School District

2017-2018 School Year

Publication Date: July 2019

### IDEA Determination based on FFY 2017 data:

#### Meets Requirements

(Indicators 4B, 9, 10, 11, 12, 13, General Supervision and Timely and Accurate Reporting contributed to the determination decision.)

### State Systemic Improvement Plan

State Identified Measurable Result (SIMR)

Grade 3 ELA Performance Index for SWDs

District SIMR: 67.8

State: 51.5

State Target: 50.5

### Prevalence Rate

13.1%

Percent of SWD in District (K-12 Only)

State Prevalence = 14.5%

*In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan/Annual Performance Report (SPP/APR) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that states report annually to the public on the performance of each local education agency (LEA) compared to targets in the SPP/APR (616 (a)(1)(C)(i) and 300.600 (a)).*

SPP Indicator		District 2017-18 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet		
1.	Increase Graduation Rate with a Standard H. S. Diploma (2016-17)	88.6%	75.6%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
2.	Decrease H. S. Dropout Rate (2016-17)	***	13.3%	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
3.	Improve Participation and Performance on Statewide Assessments			(Numerator > 5; Denominator > 19)					
B. Participation Rate									
<table border="1"><tr><td>Grades 3-8</td></tr><tr><td>Grade 11</td></tr></table>	Grades 3-8	Grade 11	ELA	92.98%	95.00%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Grades 3-8								
	Grade 11								
	Math	92.98%	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
ELA	93.94%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Math	93.94%	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
C. Proficiency Rate									
<table border="1"><tr><td>Grades 3-8</td></tr><tr><td>Grade 11</td></tr></table>	Grades 3-8	Grade 11	ELA	35.98%	18.50%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Grades 3-8								
	Grade 11								
	Math	33.54%	13.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>		
ELA	21.88%	21.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>			
Math	***	10.00%	<input type="checkbox"/>			<input type="checkbox"/>			
4.	A. Decrease 10+ Days Out-of-School (OOS) Suspension Rate (2016-17)	0.25%	1.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	B. Eliminate Significant Discrepancy in 10+ Days OOS Suspension Rates	Met Target	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>		
5.	Increase Placement and Time with Nondisabled Peers (TWNDP)								
	A. Increase Regular Class Placement	72.36%	68.00%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	B. Decrease Separate Class Placement	5.59%	6.10%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
	C. Decrease Placements in Separate Schools, Residential or Other Settings	3.73%	8.40%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		

SPP Indicator	District 2017-18 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
6. Increase Time in Early Childhood Educational Environments						
A. Increase Regular Early Childhood (80-100%) Placement	82.00%	77.50%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Segregated Placements	2.00%	10.75%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
7. Measuring Child Progress (Early Childhood Outcomes - ECO)						
A. Of those preschool children who entered or exited the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.						
Positive Social-Emotional Skills	85.71%	57.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	95.24%	65.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs	92.86%	51.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
B. The percent of preschool children who were functioning within age expectations by the time they exited the program.						
Positive Social-Emotional Skills	73.91%	53.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	73.91%	32.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs	78.26%	26.00%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
8. Parent Involvement	Survey data reported on CSDE Web site: Special Education Publications					
9. Eliminate Disproportionate Representation as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
11. Determine Eligibility in Accordance with State Established Timelines	100.00%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Transition: IEPs by Age 3	100.00%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop Transition Goals and Services	100.00%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Postsecondary Employment and Education	Survey data reported on CSDE Web site: Special Education Publications					
General Supervision: Noncompliance corrected within 1 year	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Timely and Accurate Reporting	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Alternate Assessment Participation (ESSA)	ELA:	0.51%	1.00%		Met Target	
	Math:	0.51%	1.00%		Met Target	

\* Indicates IDEA Compliance Indicator

\*\* Unless otherwise indicated, all data represent the 2017-18 school year

\*\*\* The data are suppressed to ensure confidentiality.

For questions regarding this District's APR contact: Kim Davis at 860-739-3966

For a complete copy of the Connecticut SPP/APR and a detailed explanation of IDEA Determinations process go to:  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>